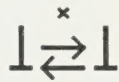


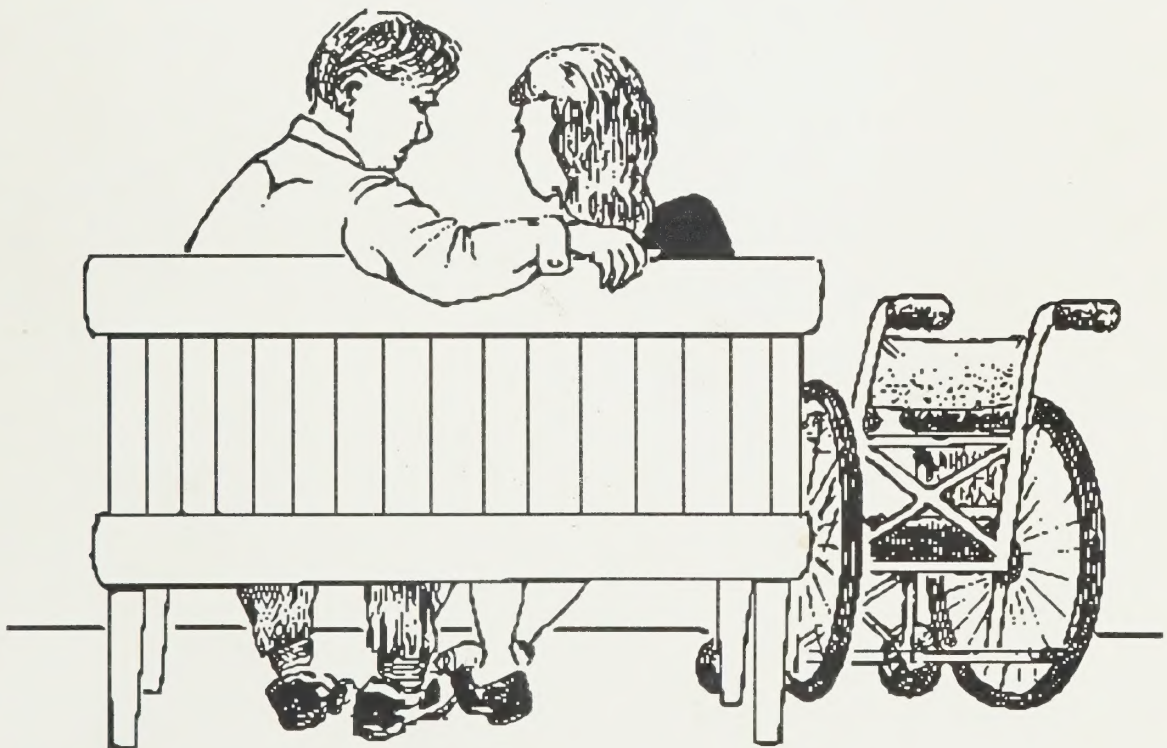
1

Being Sexual: An Illustrated Series On Sexuality and Relationships

RELATIONSHIPS



By Claudia Wood and David Hingsburger



Translated into Blissymbols by Claudia Wood

Illustrated by James F. Whittingham

BEING SEXUAL: AN ILLUSTRATED SERIES ON SEXUALITY AND RELATIONSHIPS

This 17-book series provides important sexuality education for young adults and adults. The clear, straightforward text and engaging illustrations are particularly helpful for people with developmental disability, problems with literacy, learning or communication, or anyone who uses Blissymbols. The content, philosophy and ideas expressed are those of the authors. Books were reviewed by SIECCAN Board members who are professionally involved in sex education, counselling and therapy and by consumers, parents and educators.

Blissymbolics Communication International (BCI) co-ordinated Blissymbol translation of major portions of each book in the Being Sexual series using approximately 150 recently-developed symbols for sexuality. Claudia Wood translated all books except for volume 4 on Adolescence which was translated by Ruth Harrington and Jinny Storr.

Blissymbols used herein are derived from symbols described in Semantography, original copyright © C.K. Bliss 1949. © Blissymbolics Communication International, 250 Ferrand Drive, Suite 200, Don Mills, Ontario, Canada M3C 3P2. Exclusive licensee 1982.

The series is co-authored by **Dave Hingsburger**, an author and lecturer who has extensive experience as a counsellor and therapist for people with developmental disabilities, and **Susan Ludwig**, a nurse-educator with the Sexual Health Team, York Region Public Health who specializes in sexuality education for people with developmental disabilities. The authors acknowledge the assistance and support of York Region Public Health during the writing phase of the project, the imaginative input of **Claudia Wood**, and the special contribution of **James F. Whittingham** who created over 1200 drawings to illustrate the series.

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(To) Love



(love + action indicator)

(To) Take Care of



(protection + action indicator)

Human beings have the ability to **love** and to **care** for each **other**. The **authors** think this is one of the most **important** and best parts of living. **Love** contributes to a **person's feeling** of well-being and happiness.



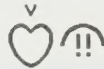
Important - people can love and take care of each other.



Love causes (a) person to feel positive and happy.

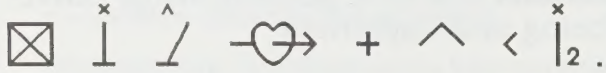


Special

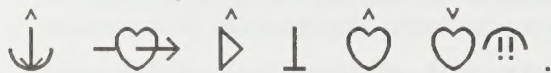


(feeling + important + description indicator)

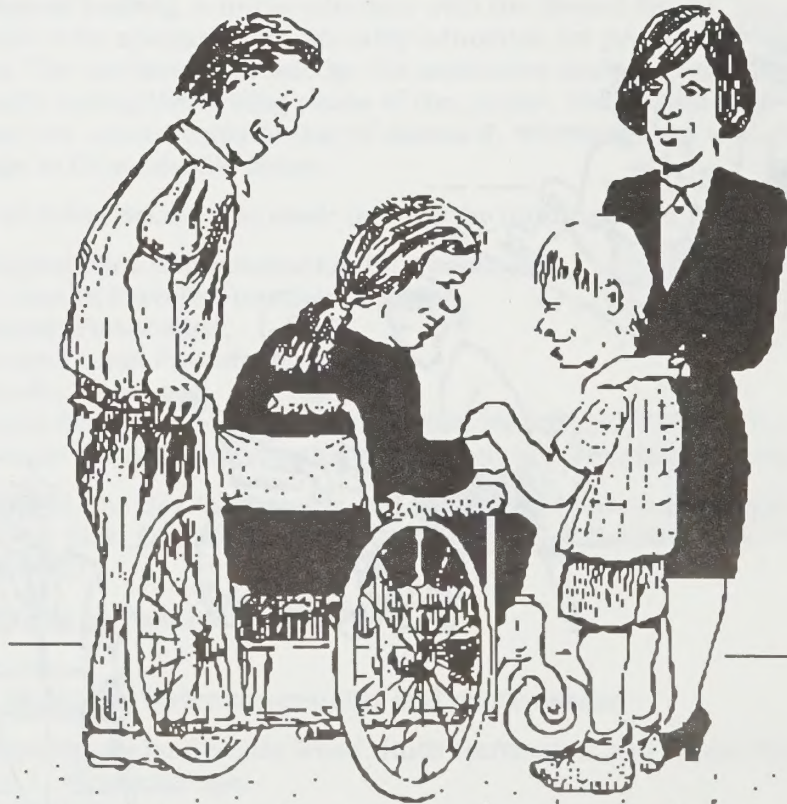
All **people** need to be **loved** and **cared** for by **others**. **Love** from **others** makes a **person feel special**.



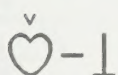
All people need love and care from others.



Receiving love causes (a) person to feel special.



Lonely



(feeling + minus + person + description indicator)

Sad

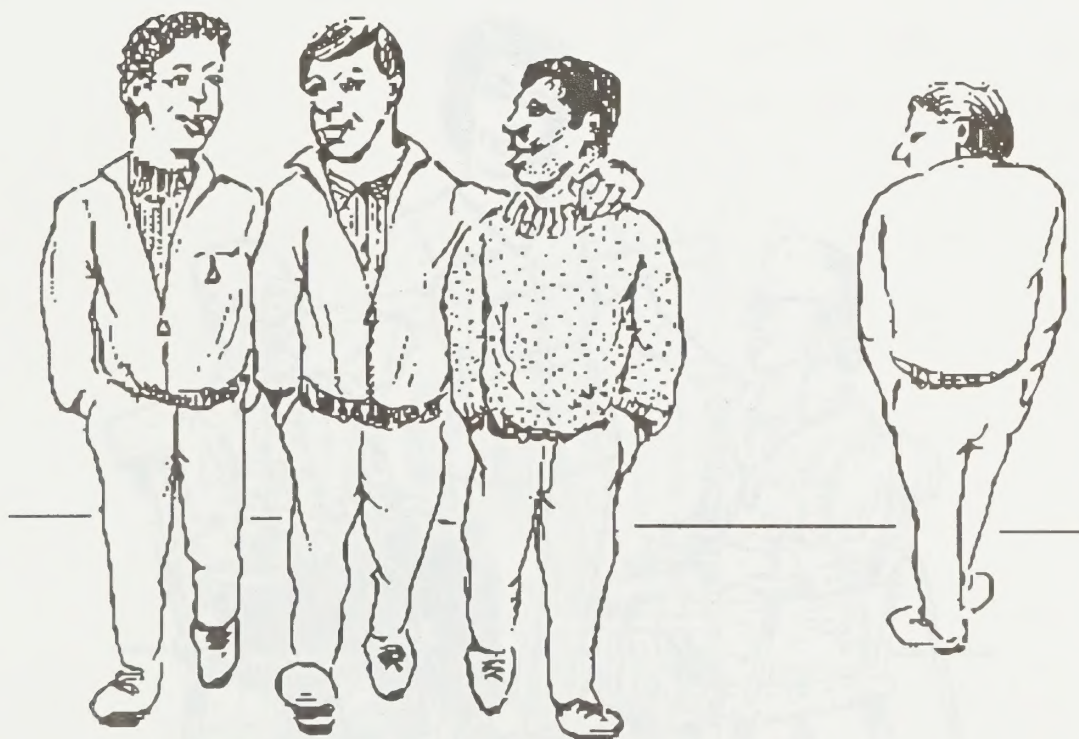


(feeling + down + description indicator)

A **person** who is not **loved** usually feels **lonely** and **sad**.

⊥ „⊥ -! ↓ -♡→ ×⌚ ♡ ♡-⊥ + ♡↓.

(A) person who does not receive love usually feels lonely and sad.



(To) Give



(up + to hold + action indicator)

(To) Receive



(down + to hold + action indicator)

Being able to **give love** and to **care** for **others** is as **important** as receiving **love**.

$\hat{\vee} \hat{\uparrow} - \heartsuit \rightarrow + \hat{\wedge} |_2 \hat{\Phi} = \hat{\vee} \hat{\downarrow} = \hat{\downarrow} - \heartsuit \rightarrow .$

To be able to give love and to care for others is as important as receiving love.



Beliefs



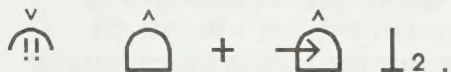
(up + to hold + action indicator)

Values

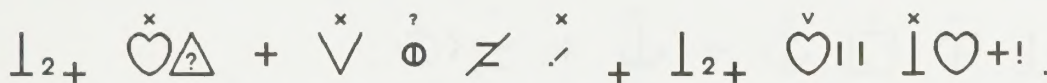


(down + to hold + action indicator)

When thinking about a **relationship** with another **person**, first it is necessary to know and to **understand** yourself. What are your own **beliefs** and **values**? They may be different from those of your **close friends**.



Important - know and understand yourself.



Your beliefs and values may be different (than) those of your close friends.



(To) Give



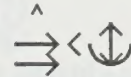
(up + to hold + action indicator)

(To) "Take"



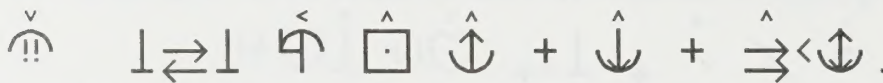
(down + to hold + action indicator)

(To) Compromise

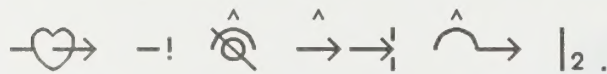


(to agree + by means of + to exchange)

In any human **relationship** there must be **give** and **take**, and **compromise**. Just because someone **loves** you does not mean that they must always do what you ask. Just because you **love** someone does not mean that you must always do what they ask.



Important - (a) relationship must include giving and taking and compromising.



Love does not mean trying to control another (person).

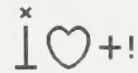


Love



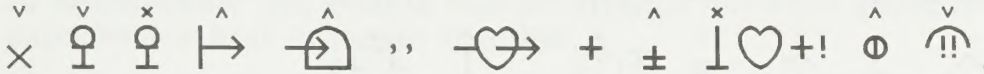
(feeling + arrow)

Friends

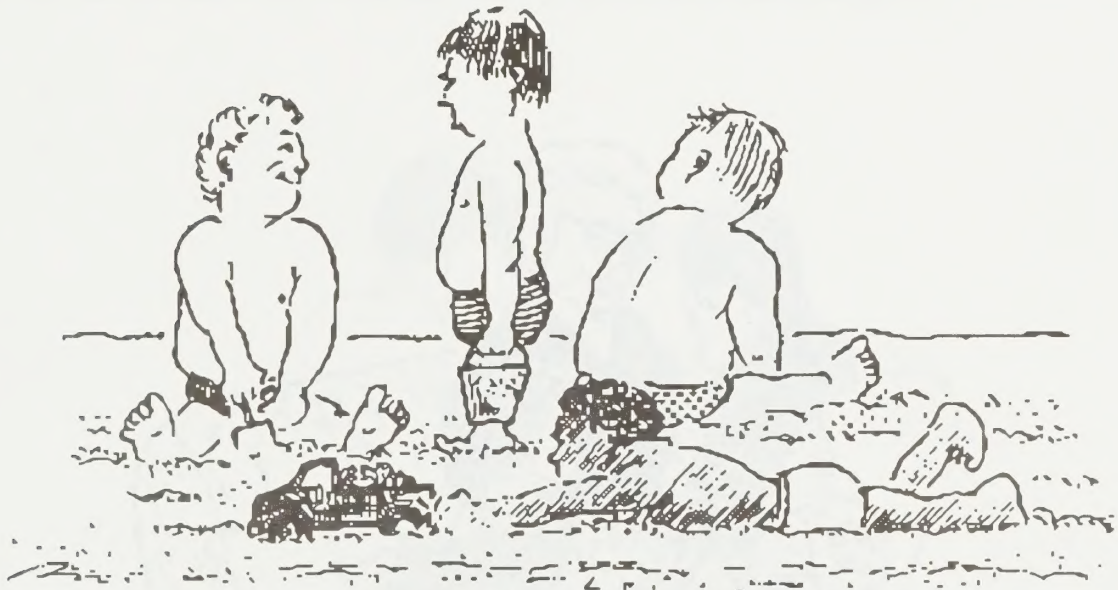


(person + to like + plural indicator)

From the time they are very young, children begin to **understand** the importance of **love** and **friendship**.



Very young children begin to understand that love and having friends are important.



(To) Give



(up + to hold + action indicator)

(To) Receive



(down + to hold + action indicator)

They learn that to be a **friend** means to **give** to another as well as to **receive** from them.

↓₃ ↓ ∪ , , ∅ ⊥ ♥ +! ✕ ↑ + ↓ .

They learn that to be (a) friend means to give and to receive.

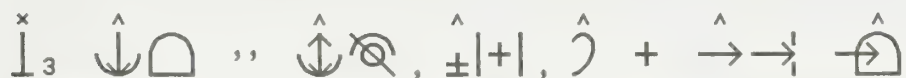


(To) Communicate



(communication + action indicator)

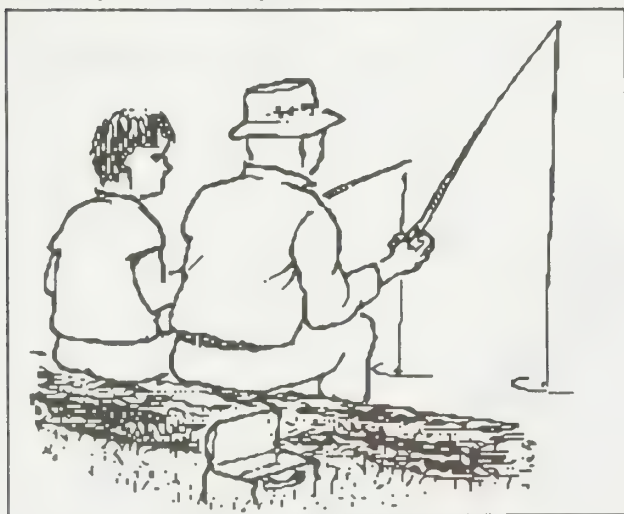
They learn the importance of **communication**-sharing information, listening and trying to **understand** another's point of view.



They learn that communication, sharing, listening and trying to understand



another person are important.



Feelings

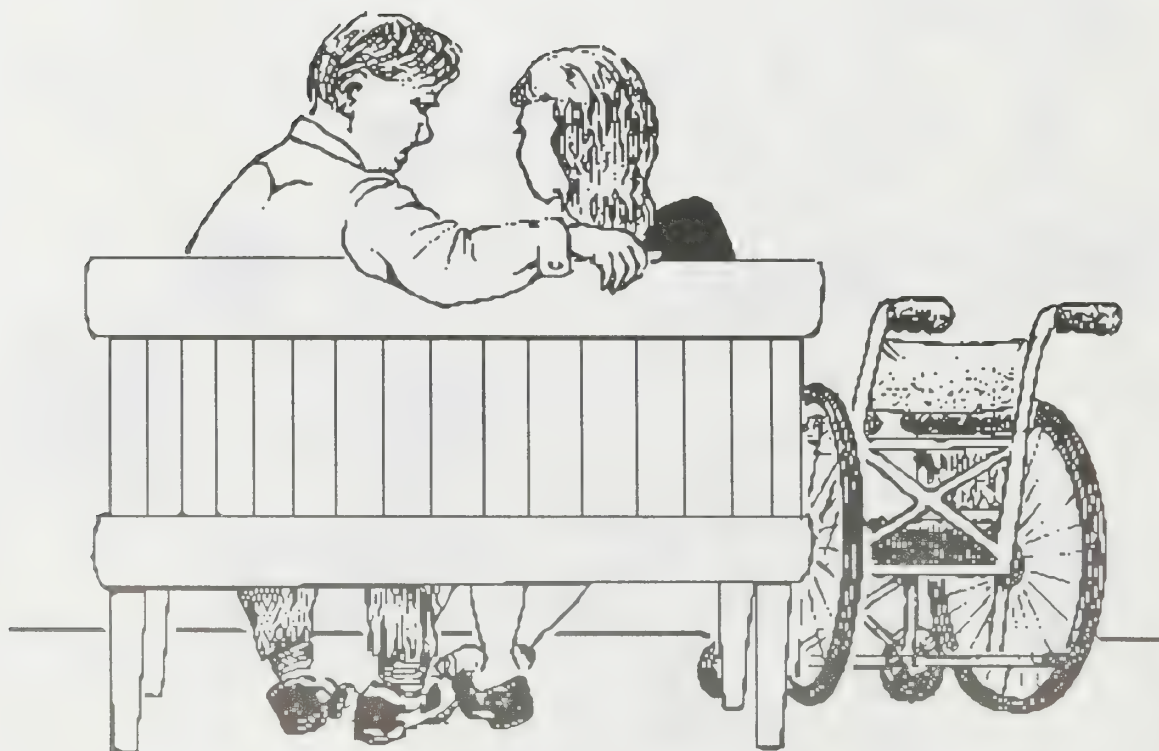


(the symbol is the familiar heart shape + plural indicator)

They learn to consider **others' feelings**, that it is **important** not to hurt someone else by what they say or do.

↓₃ ↓ -! ∇ ♥ ~ ↓₊ ♥ < ,, ↓₃ ○ < ^ .

They learn not to hurt people's feelings by what they say or do.

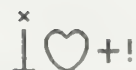


Close



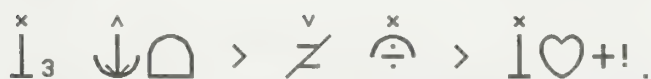
(feeling + close + description indicator)

Friends



(person + to like + plural indicator)

They learn that there are different types of **friends** including a few who are very **close** and **special**. These are **people** they wish they could be with all the time.



They learn about different kinds of friends.



(A) few friends are very close and special.



Other

Z

(to cross out + same)

Friends

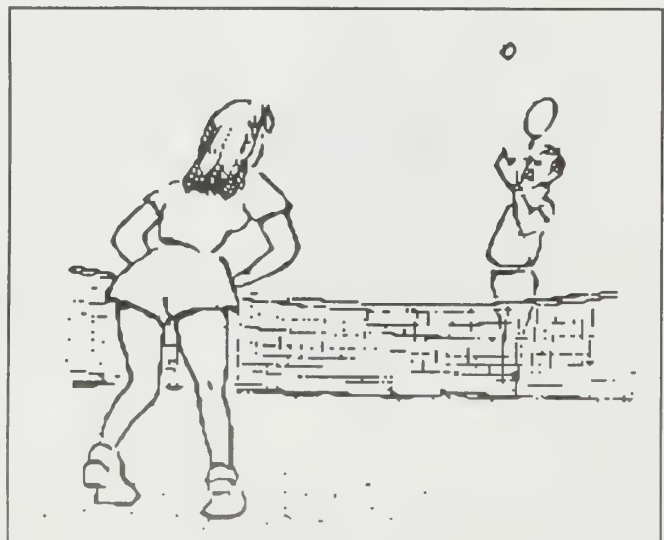
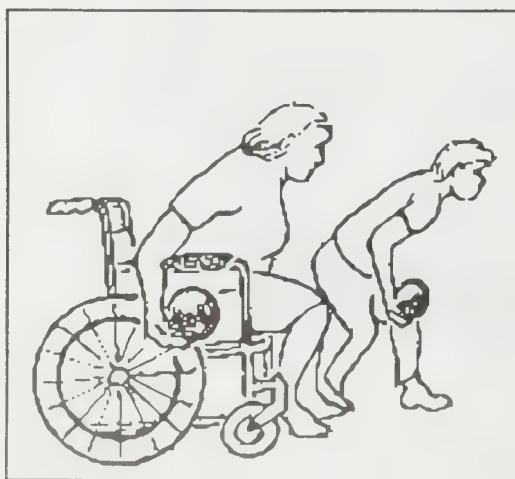
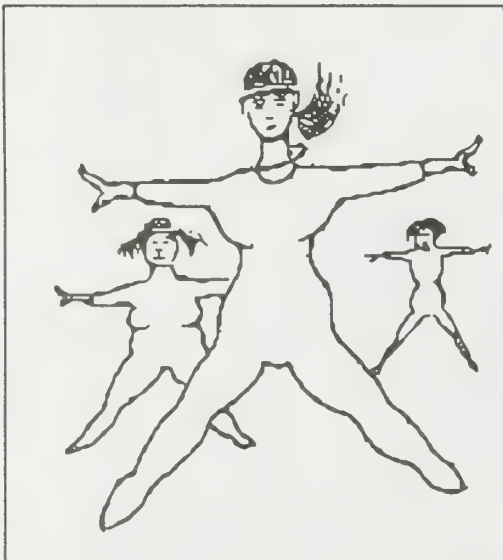
 $\overset{x}{\perp} \heartsuit +!$

(person + to like + plural indicator)

There are **other friends, people** to enjoy, who may share interests, but who are not as **close**.

$\overset{x}{\perp}_3 \overset{?}{\heartsuit} \uparrow + \overset{\wedge}{\pm} | + | \overset{x}{\cap} ++ \not\sim \overset{x}{\perp} \heartsuit +! \rightarrow -! \overset{\wedge}{\heartsuit} = \overset{v}{\heartsuit} ||$

They may enjoy and share interests with other friends but not feel as close.



Childhood



(period + child)

Adults



(combination of flower *and* big + plural indicator)

Childhood friendships are very **important**, because they prepare **people** to form **relationships** as **adults**.



Important - learning to be friends during childhood prepares people to be close

$$> \overset{x}{I}_2 = \overset{x}{I}.$$

to others as adults.

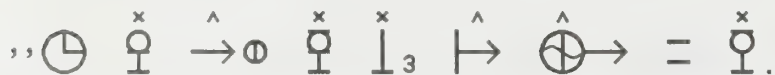


Teenagers

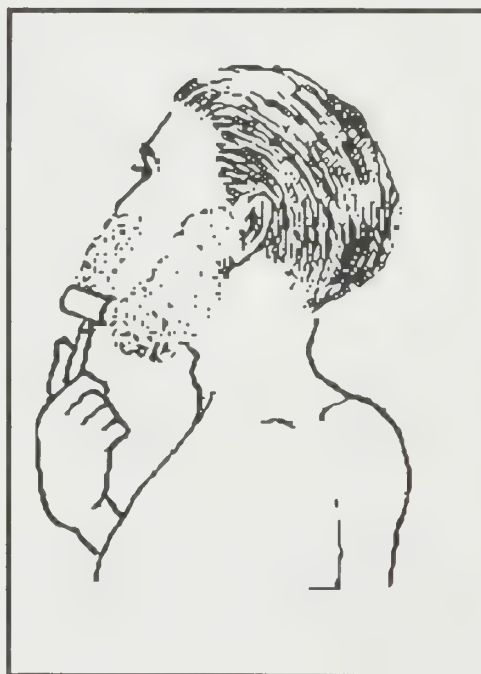
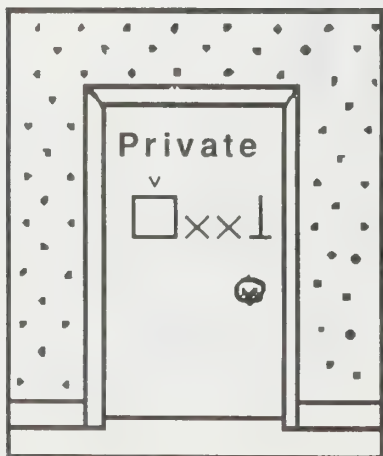


(combination of child *and* adult + plural indicator)

When children become **teenagers**, they begin to change or mature as they approach **adulthood**.



When children become teenagers they begin to develop as adults.

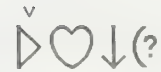


Surprising



(feeling + two intensity symbols + description indicator)

Scary



(to cause + to be afraid)

These changes can be **surprising** and sometimes a little **scary**.



These changes can be surprising and sometimes (a) little scary.



Girlfriend

 $\Delta \heartsuit +!$

(female + to like)

Boyfriend

 $\Lambda \heartsuit +!$

(male + to like)

Teenagers usually begin to share activities with their **friends** and may **choose** to be with them more than with **family** members. Many begin to want to form a **close relationship** with a **special girlfriend** or **boyfriend**.

 $\overset{x}{\text{I}} \overset{\wedge}{\rightarrow} \overset{\wedge}{\pm} | + | \overset{x}{\wedge} ++ \overset{x}{\text{I}} \heartsuit +! + \overset{?}{\text{O}} \overset{\wedge}{\text{O}} ++ \overset{x}{\text{I}}_3$

Teenagers begin to share activities with friends and may choose to be with them

 $\overset{v}{x} \times \overset{v}{\text{O}} ++ \text{K} \text{M} \Delta .$

more often (than) with family.

 $\overset{v}{x} \overset{x}{\text{I}} \heartsuit \rangle \overset{\wedge}{\text{O}} \heartsuit | | ++ \heartsuit \text{!!} \Delta \heartsuit +! \leftarrow \Lambda \heartsuit +! .$

Many teenagers want to be close with a special girlfriend or boyfriend.



Sexuality



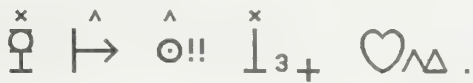
(feeling + gender)

Reproduction

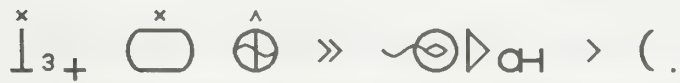


(conception + to cause + baby)

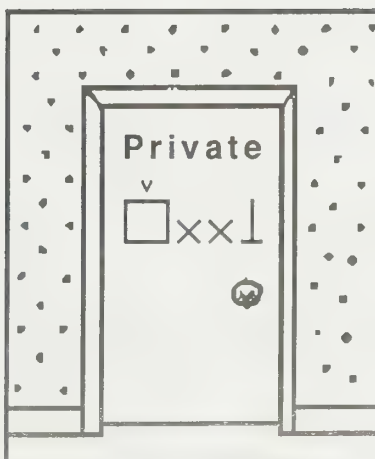
Teenagers begin to think more about their **sexuality**. Their bodies are changing physically to enable them to reproduce or to create children of their own some day.



Teenagers begin to pay attention to their sexuality.



Their bodies change for the purpose of reproduction in the future.



Parent



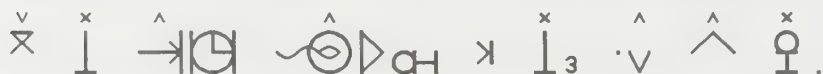
(person + protection)

Responsibility



(protection + other)

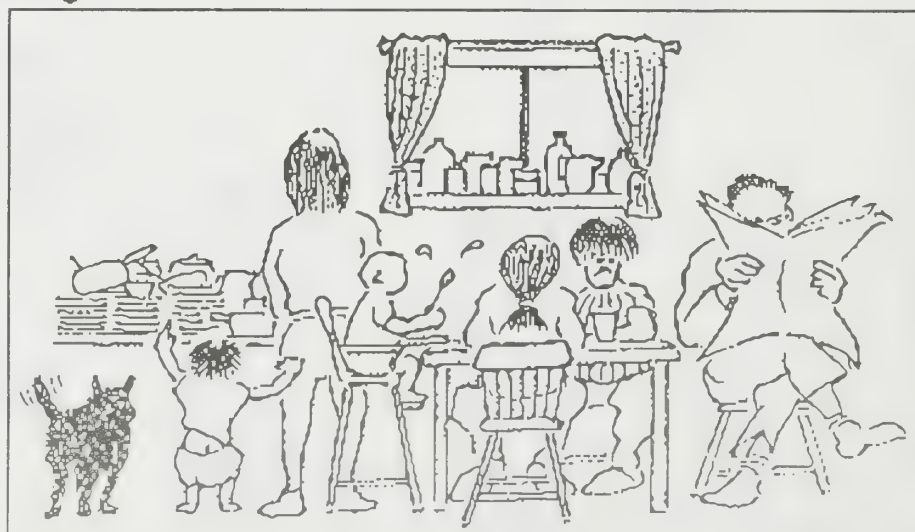
Today many **people** decide to delay having children until they are able to **care** for them. Being a **parent** is a big **responsibility**.



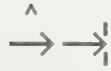
Most people wait to reproduce until they can care for children.



Being (a) parent is (a) great responsibility.



(To) Experiment



(forward + difficult + action indicator)

Sexual Pleasure



(pleasure + sexual)

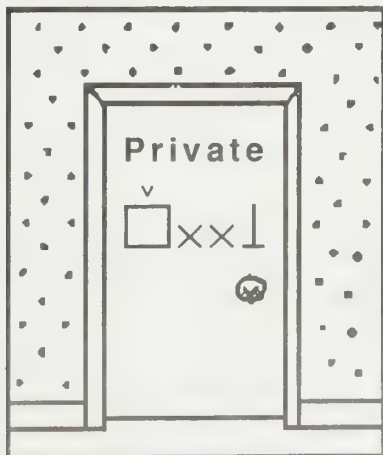
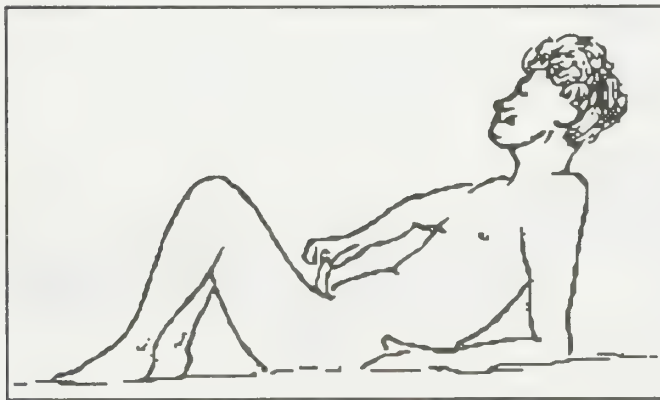
Many **teenagers** naturally begin to **experiment sexually**. As children they may have already discovered how to **give** themselves **sexual pleasure**.



Many teenagers begin to experiment sexually.



While children they may have learned to give themselves sexual pleasure.



Sexual Pleasure



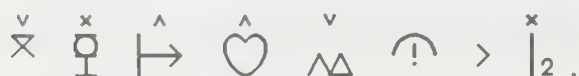
(pleasure + sexual)

(To Have) Sexual Intercourse

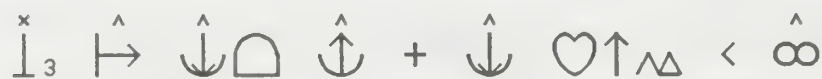


(to combine + genitals + action indicator)

Most also begin to take a **sexual** interest in **other people**. They begin to learn how to **give** and to **receive sexual pleasure**. They may become physically **intimate** with another by kissing, hugging and touching. Some **teenagers** may even decide to have **sexual intercourse**.



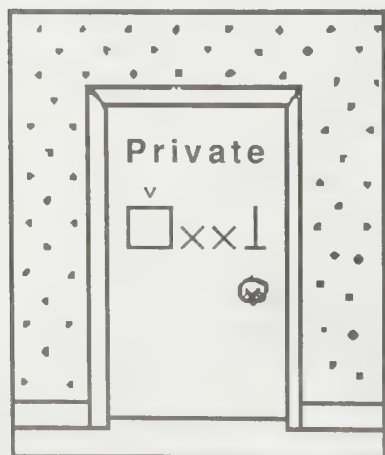
Most teenagers begin to feel sexual interest toward others.



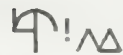
They begin to learn to give and to receive sexual pleasure by kissing,



hugging and touching. Some teenagers may decide to have sexual intercourse.



Sexual Abuse



(assault + sexual)

Wrong



(conscience + negative + description indicator)

The decision to share any **sexual activity** is an **important** one. Both **people** must agree. No one must ever force or be forced into any **sexual activity**. This is **sexual abuse** and **sexual abuse** is **wrong**.



Important - both people must say yes before sharing sexual activity.



Anytime (a) person persuades or forces another to say yes to



unwanted sexual activity, this is sexual abuse, and sexual abuse is wrong.



Birth Control



(to stop + conception)

Sexually Transmitted Diseases (STD's)

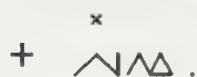


(illness + sexual)

Anyone who decides to share **sexual intercourse** must know about **birth control** and **sexually transmitted diseases**. This is the **responsibility** of both **sexual** partners.



Anyone who decides to share sexual intercourse must know about birth control



and sexually transmitted diseases.



Important - (a) couple must share this responsibility.



Emotional



(feeling + description indicator)

Development



(change + to advance)

Dating and forming **close relationships** are **important** to a **person's emotional development**. Throughout their lives most **people** fall in and out of **love** many times. They learn what they like and dislike in **other people**.

→←[^] ⊥ ⊥ + [^]♡ ⊥ ⊥ ++ |₂ [^]⊙ ^v!! » ⊥₊ ^v♡ ⊙→.

Dating and feeling close with others are important for (a) person's emotional development.

⊙₁ ^x ⊥₃ + ⊙^x ^x ⊥ [^]⊙→-♡→ + [^]⊙→-♡→ ^v × ⊙₁.

During their lives most people fall in love and fall out of love many times.

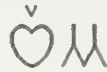


Heterosexual



(heterosexual + description
indicator)

Gay



(homosexuality (male) +
description indicator)

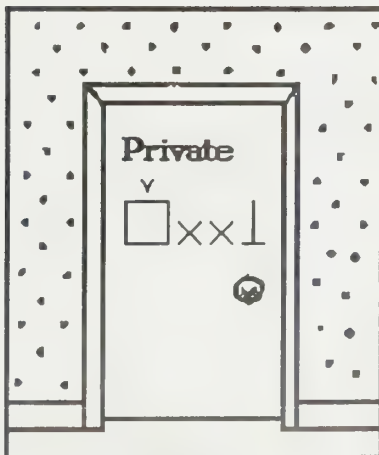
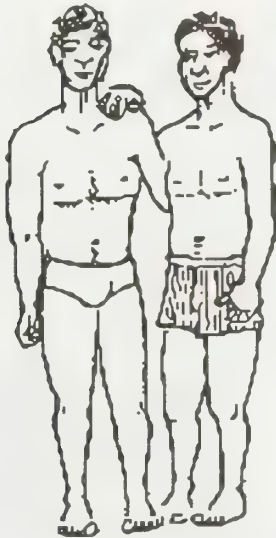
Lesbian



(homosexuality (female) +
description indicator)

Most **people** share **close sexual relationships** with **people** of the opposite sex, but some find they are attracted to **people** of the same sex. **Males** are called **gay** and **females** are called **lesbian**.

Most people are heterosexual, but some people are gay or lesbian.



Intimacy



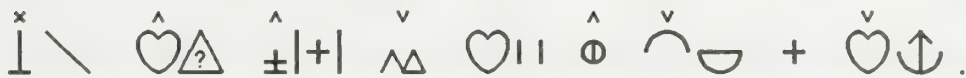
(feeling + close)

(To) Share



(to have + together + action indicator)

The **authors** believe that sharing a **close emotional** and **sexual relationship** with another **person** is one of life's most satisfying and rewarding experiences. They believe that all **adults** including those with **disabilities** have the **right** to this experience. **People with disabilities** face **special** challenges in forming **relationships** and may need advice from friends or professionals.



(The) authors believe (that) sharing sexual intimacy is satisfying and rewarding.



All adults including persons with disabilities have (the) right



to share sexual intimacy.



(To) Communicate



(to exchange + meaning relationship+ action indicator)

Enjoying **sexual activity** is one very **important** way of sharing in a **close relationship**. **People** are **sexual** all their lives, but no two **people** are alike. **Sexual activity** may be more **important** for some than for others. It is **important** for partners to **communicate** their needs and **desires**. Sometimes illness, **disability** or aging may affect a **person's sexual desire**. Some **people** gain more satisfaction from companionship, loving and caring for one another.



Enjoying sexual intimacy is important within (a) relationship.



Because people are different, partners must communicate their needs and desires.



Questions

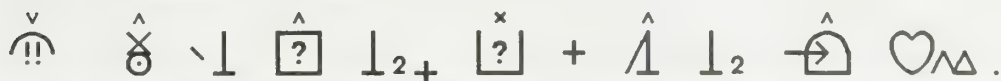


(question + plural indicator)

(To) Understand

(combination of knowledge *and* into + action indicator)

This series of 17 books is intended to **give** you basic information on different topics relating to **sexuality**. If you are like many **people**, you will have additional **questions** and concerns. The **authors** encourage you to seek out knowledgeable **people** and other resources to further your **understanding**.


















Important - choose someone to answer your questions and help you to understand sexuality.









Glossary of Key Words and Blissymbols

adult		(combination of flower <i>and</i> big: CKB suggests that an adult is a person reaching "full flower")	
belief		(feeling + truth [contraction]: what one feels to be true, without needing proof)	
birth control		(to stop + conception)	
care		(the symbol looks like a roof, suggesting the protection afforded by a roof)	
choose (to)		(combination of eye <i>and</i> to divide [half-sized] <i>and</i> many + action indicator: the eye makes a choice among many things)	
close	see intimate		
communicate (to)		(to exchange + meaning + action indicator)	
desire		(mind + fire: to have a rational desire, a strong feeling exemplified by the component fire)	
date		(to meet + couple)	
development		(change + to advance: change through progression)	
disability		(ability + limits: limited ability)	
emotional		(feeling + description indicator)	
family		(man + protection + protection + woman: a man and a woman join their roofs to create a family unit)	
feel (to)		(feeling + action indicator)	
feeling		(the symbol is the familiar heart shape: traditionally one's feelings are supposed to come from the heart)	

friend		(person + to like: person whom one likes)	⊥♡+!
gay	see homosexual (male)		
give (to)		(up + to hold + action indicator: to draw from what one holds)	↑⌵
heterosexuality		(sexuality [contraction] + man + woman: intimate sexual relationship between a man and a woman)	♡♂♀
heterosexual		(heterosexual + description indicator)	♡♂♀
homosexual (female)	lesbian	(homosexuality (female) + description indicator)	♡♂♀
homosexual (male)	gay	(homosexuality (male) + description indicator)	♡♂♂
homosexuality (female)		(sexuality [contraction] + woman + woman: intimate sexual relationship between women)	♡♀♀
homosexuality (male)		(sexuality [contraction] + man + man: intimate sexual relationship between men)	♡♂♂
important		(mind + two intensity symbols + description indicator: of intense interest)	♡!!
intimacy		(feeling + close)	♡
intimate	close	(feeling + close + description indicator)	♡
lesbian	see homosexual (female)		
lonely		(feeling + minus + person + description indicator: feeling of being without companionship)	♡-⊥
love		(feeling + arrow: feeling as if an arrow is piercing one's heart)	♡→
love (to)		(feeling + arrow + action indicator: to feel as if an arrow is piercing one's heart)	♡→

marriage		(protection + to combine: joining together and living under one roof)	
other		(to cross out + same)	
parent		(person + protection: person who gives protection to his or her family)	
person		(the symbol suggests a human being standing, with feet turned out)	
question		(question mark + open: the question is open-ended)	
receive (to)	"take" (to)	(down + to hold + action indicator: to draw into what one holds)	
reproduction		(conception + to cause + baby)	
sad		(feeling + down + description indicator: having a downhearted feeling)	
sexual	see sexually		
sexual abuse		(assault + sexual)	
sexual intercourse (to have)		(to combine + genitals + action indicator)	
sexual pleasure		(pleasure + sexual)	
sexually	sexual	(sex + description indicator)	
sexuality		(feeling + gender)	
special		(feeling + important + description indicator)	
surprising		(feeling + two intensity symbols + description indicator: to produce an intense emotional reaction)	
"take" (to)	see receive (to)		

take care of (to)		(protection + action indicator)	
teenager		(combination of child <i>and</i> adult: person between childhood and adulthood)	
understand (to)		(combination of knowledge <i>and</i> into + action indicator: to enter into one's store of knowledge)	
value		(symbol represents a cone balancing unsteadily on its point, reminding us that our evaluations are variable and unreliable)	
wait (to)		(to stop + limited time + action indicator)	
wrong		(conscience + negative + description indicator: morally wrong or bad)	

Combined Symbol Glossary

The following symbols are normally enclosed within combine indicators to show that they are not part of the Standard Blissymbol Vocabulary. Combine indicators were omitted within Blissymbol translations or summaries for esthetic reasons and to save space.

author	(person + to write)	
boyfriend	(male + to like)	
childhood	(period + child)	
compromise (to)	(to agree + by means of + to exchange + action indicator)	
control another (person) (to)	(to lead + other)	
experiment (to)	(to do + for (the purpose of) + evaluation) + action indicator)	
fall in love (to)	(to enter + love + action indicator)	
fall out of love (to)	(to exit + love + action indicator)	
girlfriend	(female + to like)	
person with disabilities	(person + ability + limits)	
persuade (to)	(combination of to lead and to agree + action indicator)	
relationship	(person + back and forth + person)	
responsibility	(protection + other)	

right	(possession + in relation to + law)	∞ ∞
scary	(to cause + to be afraid)	∞ ∞
sexual activity	(activity + sexual)	∞ ∞
sexually transmitted disease (STD)	(illness + sexual)	∞ ∞

Being Sexual: an illustrated series on sexuality and relationships

1 Relationships. Sexuality is explored in the context of relationships and validated as an important part of one's self-esteem. Co-authored by Claudia Wood, educator and Blissymbols Systems Coordinator. (31 pages)

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5 Male Masturbation. Describes masturbation and validates this as a choice for any man. Discusses fantasy as an aspect masturbation. (38 pages)

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7 Heterosexual Intercourse. Describes sexual intercourse including sexual responsibility and mutual pleasuring. (25 pages)

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16 Sexuality and Aging. Describes how sexuality and sexual expression may be affected by aging. (25 pages)

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